

MISSIONS AND PRESIDIOS OF THE OLD SOUTHWEST

SOCIAL STUDIES, GRADES 4-6

Charts: Missions and Presidios of the Old Southwest: Including Some Farms, Ranchos, Settlements and Towns

Level 4 Standards: 6040-01; 02

Level 5 Standards: 6050-01; 02; 03; 04

Level 6 Standards: 6060-01; 03; 05

OBJECTIVE: The students will learn of the Spanish influence on the development of the western portion of the United States.

ESSENTIAL QUESTION 1: Why did the Spanish feel it was necessary to build missions and presidios throughout the lands they explored?

ASSESSMENT EVIDENCE

The students will gain an understanding through class discussion of Spanish influence on the southwest United States, and the students will identify two present highways that follow Spanish exploration routes in Utah.

The students will identify and list Spanish influences that affect their lives today, and explain the basis for their opinions.

LEARNING STRATEGIES

Using the charts, the students will be introduced to the Spanish explorations through teacher presentation and visual aids (charts).

Discuss the purposes of Spanish exploration (to spread Christianity and search for gold), and whether the Spanish affected the Indian tribes with whom they came in contact.

Discuss in class whether the Spanish forced Christianity onto the Indians tribes they encountered. Discuss the rebellion of the Pueblo Indians. Did this rebellion force the Spanish out? If so, for how long?

The students in pairs could research and report back in class about Spanish explorations opening up routes and trails from Mexico into California and surrounding areas.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Missions and Presidios of the Old Southwest: Including Some Farms, Ranchos, Settlements and Towns

Level 7-8 Standards: 6100-01; 02
Utah Studies

Level 7-8 Standards: 6120-01; 02
United States History

OBJECTIVE: Students will gain an understanding of the impact of Spanish influence on the Southwest United States.

ESSENTIAL QUESTION 1: Why did the Spanish explorers deal with the American Indian tribes so violently?

ASSESSMENT EVIDENCE

The student will gain an understanding through class discussion of the Spanish influence in the Southwest United States.

The student will identify three Spanish explorers and the routes they took in written form or an oral report, and identify three ways in which Spanish influence has an impact on us today in a class discussion with teacher monitoring.

LEARNING STRATEGIES

Review with students the Spanish Exploration Routes Chart and have them do the following:

- Name three Spanish explorers and discuss their reasons for exploration.
- Identify present-day major cities where their routes began, traversed, and ended.
- Have students identify three missions or presidios on the exploration routes selected by the student.
- Using a road map/atlas and charts, have students identify in a selected state at least twelve place names of Spanish origin (e.g., cities, mountains, rivers, counties, etc.). This could be group work.
- Discuss with the students at least three Indian tribes with whom the Spanish had contact in their explorations (e.g., in Utah, Arizona, New Mexico, Texas, etc.).

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: Missions and Presidios of the Old Southwest: Including Some Farms, Ranchos, Settlements and Towns

Level 9-12 Standards: 6200-01; 02; 03; 04

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02; 03

United States Studies

OBJECTIVE: Students will learn of Spanish influence on the settlement of the Southwest United States.

ESSENTIAL QUESTION 1: What was the reason for Spanish explorers and settlers building presidios and missions?

ASSESSMENT EVIDENCE

Have students do research for small group presentations on the impact of Spanish exploration and rule on the settlement of the Southwest.

Initiate individual or small group presentations on one of the following:

- The impact of Spanish rule and Christianity on the native peoples of the Southwest.
- All the place names in a state of the student's choosing which are of Spanish origin.
- Ways in which Spanish culture affects our lives today (i.e., food, clothing, music, vocabulary, etc.).

Students will gain an understanding through class discussion of Spanish influence on the Southwest United States.

- Students will research and make presentations on the Spanish settlement of the Southwest.
- Students will do presentations on how Spanish culture influences our lives today.

LEARNING STRATEGIES

Display the charts using a Video iPod (or by having each student do individual computer research) and discuss the following:

- Purposes for Spanish exploration (i.e., trade routes, gold, land acquisition, Christianity, etc.).

- Influence and impact on the native peoples.
- Interactions with other powers (i.e., politics, economics, conflicts, religion, etc.).

Resource materials may be found listed at the end of the Guide.

